DOCUMENT RESUME

ED 192 504 EC 130 166

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TITLE The Social and Emotional Development of the Gifted/Talented.
INSTITUTION New York State Education Dept., Albany.
PUB DATE 79
NOTE 28p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adjustment (to Environment); Elementary Secondary Education; Ethics; *Gifted; *Humanistic Education; Human Relations; *Interpersonal Competence; Moral Development; *Self Actualization; *Teaching Methods; Values Education

ABSTRACT

The author contends that a comprehensive approach to differentiating instruction for the gifted must involve values, feelings, personal growth, and interpersonal relations so the gifted child is free to realize his optimum potential. The paper describes some of the major adjustment problems faced by the gifted as well as some approaches to affective education. Sections address the following: problems of the gifted/talented/creative; curriculum implications of changing conceptions of man (individual versus holistic man, cooperation rather than competition); approaches to affective education; moral education; the new civism; values clarification; philosophy for children; moralizing and role modeling; group processes and perceptual psychology; games; situational ethics; social action; media and visual literacy; critical thinking; creativity; aesthetic education; humanistic education; the F. Williams Model for teaching thinking and feeling; and suggested principles for affective education programing. A nine page bibliography covering 35 subject areas concludes the document. (SBH)

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THE SOCIAL AND EMOTIONAL DEVELOPMENT OF THE GIFTED/TALENTED

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

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ACKNOWLEDGMENTS

This paper has been written by Grace Lacy, formerly in the Office of Urban School Services, New York State Education Department, 2 World Trade Center, New York, New York. It has been prepared specifically for workshops conducted by the Department at the World Trade Center for personnel in New York City. The material is in draft form and will be revised and refined as reactions are received from workshop participants.

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Reprinted 1979

CONTENTS

Some Suggested Approaches for Promotion of the Social, Emotional and Moral Development of the Gifted/Talented/Creative..... 1

Problems of the Gifted/Creative..... 1

The Curriculum Implications of Changing Conceptions of Man
The Individual versus Holistic Man: Cooperation Rather Than Competition..... 3

Some Approaches to Affective Education..... 3

Moral Education..... 5

The New Civism..... 5

Values Clarification..... 6

Philosophy for Children..... 7

Moralizing and Role Modeling..... 8

Group Processes, Perceptual Psychology..... 8

Games..... 9

Situational Ethics..... 9

Social Action..... 9

Media and Visual Literacy.....10

Critical Thinking.....11

Creativity.....11

Aesthetic Education.....12

Humanistic Education.....13

Teaching for Thinking and Feeling: The Williams Model.....13

Some Suggested Principles for Programming for Affective Education.....14

Bibliography.....16

JUN 2 1980

SOME SUGGESTED APPROACHES FOR PROMOTION OF THE SOCIAL, EMOTIONAL AND MORAL DEVELOPMENT OF THE GIFTED/TALENTED/CREATIVE

Educational awareness of the importance of the affective domain (those aspects of human behavior that involve feelings, emotions, awareness of self and interpersonal relations) has increased greatly in the last decade. We now realize that education influences, and is influenced by, powerful human feelings and emotions which in turn affect how well the gifted will use their talents.

To improve educational programs for the gifted/talented/creative student it is necessary to consider the affective as well as cognitive factors in learning development. A comprehensive approach to differentiating instruction for the gifted must involve values, feelings, personal growth and interpersonal relations so that the gifted child is freed to realize his optimum potential. Schools have special responsibility for developing intelligence in the cognitive area but cannot let affective growth to other institutions entirely. This paper describes some of the major adjustment problems faced by the gifted as well as some approaches to affective education which may hold promise for surmounting and overcoming many of the barriers to full realization of the benefits of talents and gifts in children.

PROBLEMS OF THE GIFTED/TALENTED/CREATIVE

Being gifted often isn't easy in a society dedicated to a kind of misguided egalitarianism which is suspect of anyone who deviates from the norm. The handicapped can evoke sympathy, but research reveals that the feelings of teachers, students and others are not always positive toward the intellectually superior. Their negative feedback to the gifted child has an effect on the child's self-concept and this in turn affects how well she/he will develop inherent talents. Moreover, what society values will also have an effect on how well talents are developed. If a child has a gift for chariot-racing he has missed his century. All of these factors must be taken into consideration in developing programs of affective education for the gifted.

Dr. Joseph Renzulli states that the research literature indicates that there are six major problem areas for the gifted which include:

1. Problems associated with being different. Often gifted children are treated as outsiders and as a result some become neurotic. The gifted child often has a sharp split in self-concept. She/he feels superior because of his/her academic ability while at the same time feeling inferior because she/he can't become "one of the gang."

   In order to be more accepted the gifted often hide their ability in order to appear to be like everyone else. But this is difficult because they often interpret the behavior of others as being the result of stupidity or laziness. Because the gifted see things differently than others they also tend to doubt themselves. A study of the lives of eminent gifted persons of the past and how they overcame their problems is often good therapy for troubled gifted students who then realize that their adjustment problems are not unique.

2. Problems associated with conformity. School pressures for conformity are very great and since the gifted, and especially the creative, tend not to conform readily, problems arise which must be dealt with wisely by understanding educators in order to prevent frustration. The gifted non-conformist should be taught that there are some areas where it is necessary and easier to conform, but she/he should also be given the freedom and encouragement for individuality in other areas where it is more acceptable to the institution.

3. Problems related to the infrequency of wholesome interpersonal relationships. The gifted have advanced interests and often great social concerns about injustice, truth and other large issues, which they cannot share with their less endowed age mates. Thus they tend not to socialize well with children of their own age. The gifted must have some time to interact with other gifted children in order to benefit from the mental stimulation that results. But they also need some time for interaction with other children in order to form realistic self-concepts.

4. Problems associated with frustration resulting from poor or unchallenging school programs and lack of understanding by peers, parents and teachers. Too often programs for the gifted are merely "jazzed up" versions of the regular curriculum. Instead they need a differentiated curriculum which permits them to be more than mere "lesson learners." At times they need the freedom and encouragement to explore on their own, to research, to follow their interests, to become producers of knowledge. To prevent these activities from seeming artificial the student should have an audience or arena for his/her work so that she/he can communicate the findings to others and get feedback from them.

5. Problems associated with over expectations and underexpectations. Often parents of the gifted push them mercilessly and forget that they are also children who need time for play and relaxation. Gifted children, like others, have learning profiles. They may do well in one subject and not so well in another. The pressure is to have them excel in all subjects. On the other hand, adults may gush over everything the gifted child does to the point of making him/her believe he is better than he is. Praise and encouragement should be given but it should be tempered with reality through such comments as "That is good for a 10-year old but if you work hard you will be able to do much better in the future." The aim is to nurture the gifts and talents but also to help in the development of a realistic self-concept.

6. Problems associated with a satisfactory philosophy and life orientation. The gifted experience concerns about who they are and how they fit into the world and where they are going at earlier ages than do others; they need an education that will help to satisfy these needs. Moreover, the gifted need to develop a future-focused self-image, for the future is where they will live most of their lives. Career awareness and orientation must be begun early and be comprehensive so that children can make wise choices among the many possibilities open to them.*

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* Speech given at N/S/L/ T/I/ Conference at Biltmore Hotel, February 4, 1977

Renzulli believes that three factors play key roles in determining the success of gifted persons: (1) A high, but not excessively high, cognitive ability, (2) creativity and (3) task commitment. He believes that all three of these factors can be developed by properly designed school programs. He recommends in his book, The Enrichment Triad, that in addition to learning the basic cognitive material, thinking and creative processes, that the gifted must have opportunities to explore their own interests, must have a real purpose for the independent work they do and must have an audience or arena for the work so that they can communicate their findings to others and secure feedback.

THE CURRICULUM IMPLICATIONS OF CHANGING SOCIAL CONCEPTIONS OF MAN

THE INDIVIDUAL VERSUS HOLISTIC MAN: COOPERATION RATHER THAN COMPETITION

Since the Renaissance Western culture has revered "the individual man" as hero. This hero is characterized by independence, autonomy, self reliance, he is competitive and has an attitude of conquering nature. This prototype still exists in Western movies where the good, strong man can single-handedly rid a town of crime and evil. But changing perceptions of man and changing social conditions indicate that this conception of "the individual man" as hero may have gone about as far as it can go. The emerging conception of the hero is "Holistic Man" who is characterized by interdependence, collectivism, cooperation, reliance on others and a desire to live in harmony with nature. This new hero image reflects the recognition that today's problems can no longer be solved single-handedly and that the whole person does not, and cannot, exist apart from society and nature both of which become part of us. What we need today is not merely traditional means for extending the individual but non-traditional ways of surrendering some of our individualism. The signular self is as much an impoverishment of the human potential as is the complete denial of self. Purposes are not achieveable by the individual alone.

What does this emerging concept of man mean for school programs? Educationally it involves the interdependent rather than the independent mode of learning -- a model in which cooperation is structured to be as productive of results as competition. It involves the use of games, simulations, role playing sociodrama and other techniques that instruct through transactional means. By extending the ego-building process in these lateral interactive directions it may be possible to overcome obstacles for cooperation and collaboration.

While knowledge of the past and present is important, the gifted child, especially, must also become involved in futuristics. She/he must also become involved in predicting and envisioning desirable futures so that she/he can make choices which attempt to bring about desirable futures. Futurists are not so much interested in predicting the future as in making the kind of choices that will help to bring about desirable futures rather than just letting the future happen. They have a moral commitment to the future. Just as there can be no wholeness without society there can be no wholeness without the future.

SOME APPROACHES TO AFFECTIVE EDUCATION

Because of cultural pluralism and the collapse of consensus in American society it is difficult to agree on any one approach to the affective development of youth or any one set of values. As a result many educators try to

remain objective and purely cognitive and to avoid value education altogether. But while youth today is far more sophisticated and questioning of institutions and values, they are also surrounded by a complex society which has made the art of choosing infinitely more difficult. Areas of confusion and conflict abound in politics, religion, sex, family, race, drugs, work, leisure, patriotism. Each area demands decisions which yesterday's children were rarely called upon to make. Despite their seeming sophistication, today's youth really do not want to be left alone to solve their problems unaided. Moreover, it is impossible for educators to avoid values because everything they or the school does, or does not do, implies some set of values -- this is part of the "hidden curriculum."

Various scholars have suggested a myriad of different approaches and some have devised program materials for affective education. These efforts tend to fall into approximately four different categories which include:

1. Those having to do with thinking about problems in order to make wise decisions about them. Among these issues or moral dilemmas are:

   . Values Clarification, (Raths and Simon)
   . Divergent-creative thinking (Parnes)
   . Moral reasoning (Kohlberg)
   . Critical Thinking (Raths, Wasserman, Rothstien, Metcalf)
   . Choosing for decision making (soliciting feedback on results)

2. Those having to do with feelings: Among these are:

   . Being aware of ones feelings, (Rogers)
   . Dealing with feelings, (Jackens)
   . Experiencing positive self-esteem, (Rogers)
   . Confluent Education (includes both cognitive and affective domains) (Williams)

3. Those having to do with communications and personal interactions:

   . Sending messages
   . Empathic listening
   . Perceptual psychology
   . Attribution theory

   (All these studies have to do with improving interpersonal relations through greater understanding of self and others.)

   . No-lose conflict resolution
   . Role playing, sociodrama, interpersonal skills, games, simulations, group processes (social psychologists and others)
   . Media on Visual Literacy (The National Visual Literacy Conference, instructional technologists, NCTE)

4. Those have to do with the teaching of a moral system based on a concept of moral development (Kohlberg)

This paper attempts to provide brief insight into some of the various approaches. While the programs described are important for all students, the social, emotional and moral development of the gifted are especially important since the gifted:

   . Are more likely to come into positions of power or influence and therefore should have worthy values and morals.

. Must be emotionally healthy for the full realization of their talents.

. Must develop useful interpersonal skills in order to interact beneficially with others.

. Must be able to communicate well in order to have their ideas and contributions accepted by society.

. Must develop powers for envisioning a better world, have faith in their power to bring about change and skills to cope with, and change, conditions which affect life adversely.

MORAL EDUCATION

Moral education whether in the form of values, civics, citizenship or ethics has now shifted to center stage. Long an implicit aspect of the curriculum, moral education is destined to become more explicit and direct because:

. Events show that present systems of developing a moral citizenry are not adequate,
. Scholars have developed new theories about ethical education,
. Rapid changes have resulted in the erosion of traditional values and frequent social realignments require a constant redefinition of moral behavior and reconsideration of longstanding values and beliefs,
. Today's youth relies more on reasons than gospel in determining appropriate values.

It is only through education that people become moral. Ethical behavior arises neither out of psychological predisposition nor instinct. Rather moral quality stems from the cumulative development of appropriate beliefs regarding humanistic conduct. Ironically, the demand for greater emphasis on moral citizenship education has coincided with the "back to basics" movement. While opinions differ on what is "basic", the primary thrust of the movement is toward a more cognitive curriculum. The champions of "back to basics" appear to have forgotten that there are strong emotional components to moral behavior. Knowledge is not enough. The individual must "know what is right" and have the emotional inclination to "do what is right." It is impossible to teach values and ethical beliefs outside the framework of the learner's emotional makeup.

The New Civism

. The increasing cynicism and alienation of youth regarding political affairs in the post Watergate era, and a lessening respect for institutions and a decline in patriotism has brought about a revival of concern for deliberate education in schools to bring youth closer to the stated values of the democratic, political community and to overcome their preoccupation with self at the expense of family and community. Civism stresses authority, justice, participation, responsibility, pluralism (freedom, privacy, diversity and property).

Kohlberg, a moral philosopher and psychologist at Harvard believes that schools must make a deliberate effort to develop civic morality among youth. His theories are being implemented in what are called "Just Schools" in Brookline and Cambridge, Massachusetts. He believes that the most effective teaching of

values can be undertaken by the direct confrontation of moral decisions in open discussion between teachers and students. Such a process he contends will lead students from lower to higher levels of moral development.

Kohlberg has been accused of attempting to indoctrinate the Kantia ethic. He believes the decline of faith in public education is partly the result of pluralism and the resultant loss of a sense of community in the nation as a whole. John Rawls, another moral philosopher at Harvard, argues that a public sense of justice produces a well ordered society in which everyone accepts and knows that others accept the same principles of justice.

Like Piaget, who believes that children pass through various stages of cognitive development, Kohlberg believes that the child also passes through various stages of moral development:

- The first two stages involve conforming to avoid punishment or to get a reward,
- In the middle two stages rules are conformed to in order to avoid censure and disapproval by authorities and a consequent sense of guilt,
- In stage 5 fules are conformed to in order to gain the respect of the impartial spectator judging in terms of community welfare,
- In stage 6 the individual conforms in order to avoid self-condemnation.

Edward Fenton from Harvard's Center for Moral Development and Education believes that students should think about moral issues as part of English and Social Studies classes. Kohlberg's theories are now being introduced in a variety of U.S. classrooms. A set of filmstrips published by Guidance Associates assists teachers to implement this approach.

VALUES CLARIFICATION

Raths, Harmon and Simon have encouraged teachers to depart from moralizing and criticising and instead to use a positive approach in which the student is helped to examine his own values. This process helps students to ch-ose their own values instead of having preconceived values imposed upon them. Simon contends that this approach is effective for an era of changing values. The teaching process involves helping the students to confront a moral problem, to state a position, to test the reasoning behind their position, and to reflect on their reasoning and that of others during a discussion.

Values clarification tries to teach people a process that can be applied to value choices throughout their lives. The process consists of seven subprocesses which include (1) choosing from alternatives, (2) choosing after considering consequences, (3) choosing freely, (4) prizing and cherishing one's choices, (5) publicly affirming one's choices, (6) acting on one's choices, and (7) acting with repetition and pattern in one's choices.

Advocates praise the approach as being appropriate for American youth of today in a youth culture that emphasizes freedom, equality and autonomy. However, values do not exist in the individual. They have to be learned. One must have absorbed a value position before it can be clarified. This method also attempts to avoid the emotional component which must be involved

in the internalization of values. It also presumes that the teacher is capable of using this technique well — a large order, beyond the capabilities of some teachers. Some parents complain that the process violates student privacy. The teaching techniques have been criticized because they are just that techniques — a gimmick or device for skimming the surface of issues in a superficial manner. Students may give preferences, which, although legitimate expressions of belief, are frequently confused, inconsistent and usually unclear. This "bootstrap" process does not work if there has not been sufficient input earlier from some source.

References for these techniques include a book by Raths, Simon, Harmon, entitled Values Clarification: A Handbook for Meeting Yourself Halfway and a series of situational films by Learning Corporation of America.

PHILOSOPHY FOR CHILDREN

Dr. Matthew Lipman, Director of the Institute for the Advancement of Philosophy for Children, has pioneered the teaching of philosophy to children and has prepared materials which enable teachers to encourage philosophic reasoning in elementary age children through discussion which is stimulated by a book called Harry Stottlemeier's Discovery.

Harry, whose full name is a play on Aristotle, turns a classroom boner into a discovery that certain laws of logic govern the articulation and expression of ideas. For example, logic does not permit the inversion of a sentence like "All cucumbers are vegetables" because to say, "All vegetables are cucumbers," is absurd. From there Harry takes his classmates, fictional and nonfictional, through a broken field of philosophic topics. In the classroom these topics have been proved to be not too difficult for the pupil's minds to grasp. Concepts such as patriotism, morals, geography and art form part of the spectrum of classroom discussion in this program. While many consider this approach appropriate for gifted children, it is also being used with other students.

Dr. Lipman states that the program is "not a watering down of adult philosophy but material written on the children's own level in which they discuss philosophical issues in their own terms and from their own point of view." Lipman says that "the program does not involve any ideological assumption, nor does it indoctrinate." He believes open discussion of such topics in a logical and impartial atmosphere can immunize children against indoctrination. Philosophy is not taught to them but extracted from their ideas about life issues. The program attempts to show students how to analyze and spot fallicies that can distort ideas.

Experiments with control groups in Newark, New Jersey, and Denton, Texas, indicate that children enjoy the program and seem able to profit from it. The experimental groups not only achieved significant advances in thinking skills but also improved their achievement in basic skills according to Lipman's research.

Materials produced by The Institute for the Advancement of Philosophy for Children at Montclair State College, Upper Montclair, New Jersey include: Harry Stottlemeier's Discovery and an Instructional Manual to accompany it, Lisa and manual to accompany it, and Philosophy in the Classroom: A Guide for Teachers. Lipman plans to produce materials for a primary through high school program. Present materials are suitable for middle grades.

MORALIZING AND ROLE MODELING

One of the most traditional approaches in values education is one not based on theory and research but one that has worked well for centuries when the world was less complex and there were fewer choices to be made. Gently or harshly, the moralizer tells young people what is right and wrong and what to do, think and be. There is often a great deal of caring and wisdom in this moralizing. The problem is that different people are telling the child different things and they are bombarded from every side by the mass media, movie stars, sport heroes, politicians telling them different messages about what values to pursue, what goals to strive for, and how to be popular with the other sex. How does the young person sort it all out? Many do not.

Another traditional values education approach is that of modeling in which the model is a living example of that which he values. Hopefully teachers can provide role models which are concrete alternatives for youth to consider. Vague words about high ideals rarely communicate with strength and clarity of a living example. Teachers need to sacrifice some of their neutrality and objectivity and become real human beings to students — human beings with goals, values, and contradictions they are willing to reveal and discuss.

But role modeling also has its drawbacks too in that there are so many different roles to emulate. Teachers can help gifted students by locating worthy mentors for them, encouraging them to study the lives of eminent persons and providing contact with professionals who work in fields of interest to students.

GROUP PROCESSES; PERCEPTUAL PSYCHOLOGY

Group processes involve peer pairing for study, committees for research, Magic-Circle, and other group activities whereby students learn to interact and work with others in order to develop interpersonal skills and attitudes of collaboration and cooperation. Simulations attempt to assist the child to "try on" another "person's shoes," or situation, place or time. She/he is then required to make decisions about the situation and to observe the outcomes. It is kind of fail-safe life experience which offers practice in decision making and promotes better understanding of the situation and the outcomes of decision making. Theatre games are useful for letting students "try on" another character or an emotion and gain insight from it.

Literature, film and TV fare can be used to teach Attribution Theory and Perceptual Psychology to promote deeper understanding of self and others. Attribution theory shows the differing ways in which people attribute motives to themselves and others. They tend to see their own behavior as the result of environmental pressures whereas they see the behavior of others as the product of internal dispositions. Perceptual psychology suggests that people should keep in mind that everyone's perception of themselves in the world is affected by their own personal history. Each person behaves in a way he perceives to be best for himself. However, often the way individuals see themselves is unrealistic because of faulty perceptions. Other's perceptions of the individual are often faulty because they do not know his personal history and what motivates him. The more the individual is aware of these blind spots in understanding ones self and others, the greater his/her awareness of self. The more realistic the self-concept, the better the individual can interact successfully with others.

GAMES

Games tie together many classroom activities and can be used to give a sense of purpose to an entire course. Games can educate for the future in that students have an opportunity to make decisions that affect the future and observe the results. Ghetto 1984 provides opportunity for students to explore the future of the black ghetto. Future is a game in which players try to predict the impact of different types of events on the future. Investments can influence the probability of a given event happening.

Games, like any other method, suffer from certain limitations. Research indicates that cognitive material is not learned more effectively through game playing than through traditional methods. Nevertheless, futurists have found that games possess important pedagogical effects. Games motivate. Bored students become involved in games and then get interested in the subject matter. Games are orderly systems which offer the students a sense of control which, in turn, partly accounts for the motivation. Moreover, games help students feel that by taking appropriate action they can gain power to change the environment or conditions under which they live.

Because games create student interaction, they can promote communication between students which can result in group coherence and spirit. Beyond this games help students to better understand the world by integrating selected aspects of reality in such a way that the relationships among them become clear as the player manipulates them.

Gifted students can make up their own games from scratch or by adapting board games such as Monopoly or Chinese Checkers. Games play an important role in futuristics as they permit students to envision and momentarily "try out" various alternative futures. Further information about games can be secured from the Center for Adaptive Learning, 34 West 13th St., New York, New York. A comprehensive listing of games and "Futures" courses will be found in Learning For Tomorrow: The Role of the Future in Education, Alvin Toffler Ed., Vintage Books. 1974.

SITUATIONAL ETHICS

Students can be led to see that sometimes circumstances alter how one might judge an action. Dr. Dorothy Sisk uses a real life example of some extremely poor and hungry persons in Georgia who used their car to run down a cow that did not belong to them. They then took the cow home and butchered it for food. Students are asked to evaluate the situation. Did the plight of the hungry justify the killing and stealing of the cow? What would students do in this situation? While useful, this technique requires a wise and mature discussion leader to prevent youth from believing that any action that satisfies their needs is justifiable.

SOCIAL ACTION

Renzulli feels that gifted students should work on real life problems of interest to them and that they should have an audience or arena for their work. The greatest service schools can perform is to develop people ready and willing to help solve society's problems, who can articulate their own needs, who can understand the needs of others and who want to, and can, do something about them. But how can these goals be accomplished in bureaucratic institutions in a

complex technological society where most people feel powerless to change the conditions under which they live? Below are some suggestions for approaches for the development of worthy social action in students.

. The development of social consciousness and social responsibility

The gifted must be taught nobelesse oblige; that their gifts must not be used only for personal gain and satisfaction but for the good of society as well. This can be done through social studies, literature and humanities courses, through a study of the news and community problems, as well as through future studies where students envision and attempt to find ways to a better world. This orientation should begin early regarding such simple problems as littering or community beautification to help students understand that through individual or group action they can make a difference. Older students would study and tackle larger and more complex problems.

. Development of action-based learning based on student interests

Under pressures of regular tests and papers students rarely have enjoyed the freedom to follow an area of interest across disciplinary lines and into the community. As students are sensitized to observe and critique their environment, they will become aware of problems. They should be encouraged and helped to study them and attempt means of solving them.

. Development of coping skills

Students should study the uses of power and learn the paths to power over situations through group action or other means so that they will overcome feelings of alienation and develop a sense of personal power based on the practice of finding ways to change undesirable conditions.

Research on these new techniques and learning models indicates that they need not displace or disrupt the acquisition of analytical learning ability. Every indication is that experiences designed to help a student develop creative ability, social skills and ability to act, support and stimulate cognitive learning as much as the traditional curriculum. Students in action curricula have consistently fared at least as well on standard academic tests as those who have participated in traditional programs. Students should also participate in action learning through the holding down of part time jobs or serving as apprentices to professionals.

However, it is important to remember that the gifted children can best make their contribution to society by developing their intellect or special talents. Social action which is mere busy-work, such as constantly doing classroom chores, or helping slower students with their work is not growthful for the gifted. However, such activity can involve a challenge for students as in the Great Neck Mentor Program in which gifted high school youth prepare lessons for and tutor gifted elementary students.

MEDIA AND VISUAL LITERACY

Visual literacy is a term which deals with a broadened concept of literacy in which students learn other symbol systems, develop appreciation of visual forms, learn to understand the meaning of body language and other nonverbal communication, learn something of communications theory and learn in an

increasing visual environment to be critical consumers of the mass media. Such skills are absolutely essential where youth are constantly bombarded with a myriad of messages and where many spend more time watching TV than in any other activity except sleep.

One approach to developing visual literacy and a critical attitude toward the media is through the making of film, TV and other types of AV programs. However, the activity alone is not sufficient. It must be accompanied by analytical and critical study of the various media forms in order to learn how editing and other media techniques can influence messages.

Another approach is the critical analysis of advertising, the news, film and TV fare. The aims of such study are to enable to the student to become a critical viewer, consumer listener and reader so that he can resist being manipulated by the media.

The National Council of Teachers of English, at 1111 J Kenyon Road, Urbana, Illinois 61801, have compiled a library of books on Public Doublespeak which provides insight into the way language can be used to manipulate, propagandize and obscure issues. This library includes such books as How Words Change Our Lives, Bergen Evans, Ed. McDougal Littell, 1971; Language in Thought and Action, Hayakawa; We're Being More Than Entertained, Robt. Cirino, Lighthouse Press, PO Box 8507, Hawaii, 96815 77, Theatre Games One Way Into Drama, James Hoetker, Fla. State U, NCTE 1111 Kenyon Road, Urbana Illionis 61801; Media Literacy: Thinking About; Houk and Bogart, Pflaum/Standard Understanding Mass Media, Jeffrey Schrank, National Textbook Co., Skikie, Illionis 1977.

CRITICAL THINKING

While critical thinking seems to be almost purely in the cognitive domain, feelings also enter this process as do images which are the basis for understanding the meaning of words. Several companies have published useful materials on critical thinking including Innovative Sciences Associates, Stamford, Connecticut, (The Think Material) and Critical Thinking by Midwest Publishing Co. Both of these programs involve student workbooks and teachers manuals. The State Education Department has produced a Guide for Critical Thinking and the Great Neck Schools now offer teacher training programs related to their State Validated Critical Thinking Program.

CREATIVITY

Psychologists do not agree on exactly what creativity is. Some think it is a manifestation of intelligence while others think it is part of personality. Regardless of what it is, all agree that creativity is one of man's most important qualities. In the past creativity was little understood and schools made little effort to promote its development and were often accused of crushing the creativity out of children. Today, the importance of creative problem solving is well recognized, and Renzulli, Torrance and Sid Parnes, of The Creative Education Foundation, Buffalo, New York, believe that creativity can be increased through school programs. All three have produced materials designed to enhance creative thinking and problem solving. This topic is so complex that it must be treated in a separate paper.

While all persons manifest some form of creativity, this trait is most often found in the gifted and talented. Since creativity seems to be an important factor in problem solving and creative thinking programs for the gifted must take this factor into consideration.

AESTHETIC (ARTS) EDUCATION

Aesthetic education is almost nonexistent in American schools according to the new David Rockefeller Foundation report Coming To Our Senses (McGraw Hill, 1978) which advocates the aesthetic approach to arts education. The report states that lack of support for arts in education is partly the result of an American mind-set that the arts are of little practical importance, and partly the result of the fact that arts educators have not been trained to demonstrate the values of the arts in basic education. According to this national study, most arts education consists of rather mindless experimentation with various media usually unrelated to other studies with an emphasis on performance or product. As a result, the arts remain peripheral activities easily cut out when the budget strains.

However, properly taught aesthetic experience is basic because it is a primary form of expressive experience on which all cognition, judgment and action depend. It is the fundamental and distinctive powers of imagemaking by the imagination. It furnishes the raw material for concepts and ideals for creating a world of possibility. Theologically it may be true that "in the beginning was the world," but historically it was probably the image or world-image that came first.

The source of meaning and its exfoliation into ideas, theories, values, visions, plans and inventions is the imagination. It is the matrix and motivation of all that is characteristically human. Dampen image making and image perceiving and creativity and intelligence are diminished. This is as true of every day thinking and feeling as it is in the highest reaches of science. The image is central to advertising and to the success of every politician, yet in schools the development of the imagination is left to chance.

Art is to feeling what science is to thought. Man must order his life through art. He must envision it through image —metaphore. Art explores feeling sometimes by making the strange familiar, and other times by making the familiar strange. Schools should attempt to do more than provide exposure to various media and the arts. They should attempt to develop skills of aesthetic perception, expression and appreciation through educating the learner to the aesthetic properties of objects. In the early grades this can be done through the meaningful manipulation of various media; later more demonstration and anaylsis can be used. The aim is not to develop artists or enlightened critics, but to improve the sensitivity of the learner, to broaden his literacy to include other symbol systems, to help him to see, hear and imagine somewhat as the artist does, to develop his imagination and creativity, to educate his emotions, to raise him to higher levels of humanity, to develop his imagination and creativity, and add meaning and joy to his life.

In addition to the Rockefeller report, mentioned above, Harry Broudy's book Enlightened Cherishing Cherishing: An Essay on Aesthetic Education, (U. of Illinois Press, Urbana, Illinois, 1972) provides further insight into the goals of aesthetic education.

HUMANISTIC EDUCATION

The humanities approach attempts to provide the student with exposure to the great works, thoughts and deeds of man and leads them to think about great questions and moral dilemmas. The value of the approach is that it has a strong affective as well as cognitive component thus providing for internalization of values through the powerful, emotive communication of the arts, history and religions of man.

The problem related to the humanities approach is that humanists are too often so enamoured of the past that they neglect the future -- the time when the child will live most of his life. Good humanities courses will incorporate futuristics so that the child cannot only know the past and the present but also can create worthy visions of the future, and then work to try to help them come true. Another problem relates to the teacher who must be well qualified with a rich cultural background and a depth of understanding not only of human nature but subject matter as well. Often such courses are taught by teams so that various expertise can be incorporated into the course. Better still are programs where a humanistic approach permeates the entire curriculum K through 12. The great concerns of man can serve as interdisciplinary themes for various subjects, thus making education more meaningful and relevant to youth and, at the same time, helping him/her to achieve higher levels of humanity, to build worthy character and values. The topic of the role of the arts and humanities in the education of the gifted is so vast a separate paper will be written to treat it.

Considerable material is now available for humanities courses. Keyboard Jr., 1346 Chapel Street, New Haven, Connecticut 06511, has produced multimedia kits of materials containing prints of paintings, recordings of music, and teachers guides which promote interdisciplinary study and an aesthetic approach.

TEACHING FOR THINKING AND FEELING: THE WILLIAMS MODEL

Frank Williams of the University of Washington has designed a theoretical model which attempts to aid teachers to better integrate cognitive with affective learnings. He attempts to make the child the center of interest rather than the subject by providing teachers with strategies they can use across subject matter content.

The model has three dimensions

- Dimension 1: the regular subject matter of the curriculum — math, language arts, science, social studies, music and art
- Dimension 2: the strategies the teachers can use, and
- Dimension 3: how the pupil responds by thinking and feeling in relation to the subject matter content and the teacher's strategies

Dimension 2 lists 18 strategies which teachers can employ. The teaching strategies become the means through the subject content toward the end of fostering pupil behaviors in thinking and feeling. From these 18 strategies across the subject matter content, a vast number of combinations for learning become apparent.

Dimension 3 consists of 8 processes deduced from theoretical studies of how children think and feel. These are divergent production processes which are important in encouraging a child's creative potential. The affective behaviors, as well as the cognitive, become goals or objectives in themselves and are regarded as ends to be achieved in classroom teaching. The cognitive goals of the model are the same as any school would have for thinking, recording and retaining information. But another set of goals deal with aesthetic education which involves attitudes, values and appreciations that make the pupil want to do something with the knowledge he gains. Thinking processes really cannot operate without feeling processes. It is possible to attain cognitive goals by feeling processes, and the more a pupil feels deeply about a fact or idea the more she/he wants to learn about it or do something with the information. Frank Williams has also produced an entire kit of materials designed to assist teachers to implement this form of aesthetic education as well as a book entitled Classroom Ideas for Encouraging Thinking and Feeling, DOK Publishers, Buffalo, New York.

The processes and materials described herein are in no way inclusive but are intended merely to provide insight into the various major types of possible approaches to affective education. However, the extensive bibliography compiled by Don Treffinger of Kansas University attached to this paper provides references for many more options.

SOME SUGGESTED PRINCIPLES FOR PROGRAMMING FOR AFFECTIVE EDUCATION

If we draw together strands that run through the various approaches described above we can conclude that programs of affective education should:

- Include the sensitization process so that the student becomes more aware of self and others
- Promote realistic self-concepts, self-knowledge and understanding
- Educate for feeling as well as fact, combining the cognitive and affective
- Promote interpersonal and social skills through group processes
- Make use of humanistic psychology, communication theory, and perceptual psychology
- Assist students to develop worthy values through discussion about issues in which practice in choosing and decision making are given
- Recognize the known stages of moral development in the life of a child
- Provide real or fictional role models for youth
- Use games or other processes which help the student to better understand his environment, become aware of its problems, and develop the ability, "know how" and confidence to take action to improve it
- Expand student literacy to include other symbol systems

- Include critical analysis of the mass media so that students can become knowledgeable consumers of media messages

- Take into account the basic role played by the arts in cognitive as well as the intellect

- Be an active program which assists the efforts of the family and church but does not interfere with their roles

- Be rich in self-discovery putting children in ontact with their deepest values

- Be integrated with the total learning program

- Contain substantial content including not only a study about religions and great philosophical systems including moral thinking of the past and present because we must hand down the cultural heritage, but also programs that assume a future focus so that students can envision desirable futures and make the kind of choices designed to bring them about

- Recognize the role of the affective in internalization of values but also recognize that morality requires much more than attitudes and feelings. It is the ability to judiciously and critically weigh conflicting values in difficult moral situations

- Develop imagination and creativity

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1. AFFECTIVE EDUCATION: ACTIVITIES

A number of publications include collections of resources and activities intended to help teachers deal with affective goals and outcomes in the classroom. Examples include:

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Thayer, L. & Beeler, K.D. *Activities and exercises for affective education.*, 1975. Available for $2.50 from: Kent Beeler, 13 Boone Hall, Eastern Michigan University, Ypsilanti, MI, 58197.

Thayer, L. & Beeler, K.D. *Handbook of affective tools and techniques for the educator.* (1974) Available for $1.50 from Kent Beeler, 13 Boone Hall, Eastern Michigan Univeristy, Ypsilanti, MI, 48197.

Valett, R.E. *Affective-humanistic education: goals, programs, and learning activities.* Belmont, CA: Fearon, 1974.

2. AFFECTIVE ACHIEVEMENT

Strom, R.D. & Torrance, E.P. *Education for affective achievement.* Chicago: Rand-McNally, 1973.

A book of readings encompassing various aspects of affective achievement. Includes sections on the family and community, changing schools, and curriculum.

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Educational technology has not ignored the growth of interest in the affective domain; several books are available which deal with developing specific statements for goals and objectives in the affective domain.

Baker, E.L. & Popham, W.J. *Expanding dimensions of instructional objectives.* Englewood Cliffs: Prentice-Hall, 1973.

Lee, B.N. & Merrill, M.D. *Writing complete affective objectives: A short course.* Belmont: Wadsworth, 1972.

Mager, R.F. *Developing attitude toward learning.* Palo Alto, CA: Fearon, 1968.

4. ATMOSPHERE FOR LEARNING AND GROWTH

Many writers about affective education are concerned with the atmosphere or environment for learning, and develop their fundamental assumptions about personal growth and individual learning from the ideas of Carl R. Rogers. Two good sources are:

Rogers, D.R. *On becoming a person.* Boston: Houghton-Mifflin, 1961.

Rogers. C.R. *Freedom to learn.* Columbus: Merrill, 1969.

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Some programs emphasize the person's awareness of self and life experiences. Activities frequently stress imagery, body exploration, relaxation, centering and intuition. Examples include:

"Choose life" (Argus Communications, Chicago, IL, 60657).

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Stevens, J.O. *Awareness: exploring, experimenting, experiencing.* New York: Bantam, 1971.

6. BASIC NEEDS OF PEOPLE

Glasser, W. *Mental health or mental illness?* New York: Harper and Row, 1960. Discussion of how "average persons" function to satisfy basic needs; also includes author's explanation of effective behavior, with suggestions for those who work with people.

7. CHANGING BEHAVIOR

Behavioral approaches emphasize that children's behavior is understandable and controllable. Programs based upon behavioral principles emphasize practical procedures for parents and teachers to use in understanding and changing behavior. For examples, see:

Carter, R. *Help! These kids are driving me crazy!* Champaign, IL: Research Press, 1972.

Sulzer, B. & Mayer, G. *Behavioral modification procedures for school personnel.* Hinsdale, IL: Dryden, 1972.

8. CLASSROOM MANAGEMENT

An approach to classroom management which emphasizes the child's responsibility for self-management:

Dreikurs, R. & Cassel, P. *Discipline without tears.* New York: Hawthorn, 1972.

Dreikurs, R. & Gary, L. *A new approach to discipline: logical consequences.* New York: Hawthorn, 1968.

9. COMMUNICATION

Effective communication among pupils, teachers, and parents is essential for healthy psychological and affective development. Some useful resources for improving communications include:

Benjamin, A. *The helping interview.* Boston: Houghton-Mifflin, 2nd ed., 1969.

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Ivey, A. & Gluckstern, N. *Basic attending skills: participant manual.* Amherst, Mass: A. Ivey, 1974.

Johnson, K. Senatore, J. Liebig, M. & Minor, G. *Nothing never happens.* Beverly Hills, CA: Glencoe Press, 1974.

10. CONFLUENT EDUCATION

Confluent education is an approach that emphasizes the integration of thinking and feeling in the learning process, and stresses education for the "whole person".

Brown, G.I. *Human teaching for human learning.* New York: Viking Press, 1971.

Brown, G.I., Yeomans, T. & Grizzard, L. *The live classroom: innovations through confluent education and Gestalt.* New York: Viking Press, 1975.

Castillo, G.A. *Left-handed teaching.* New York: Praeger, 1974.

11. CONSCIOUS EXPANSION

Increasing one's awareness is frequently described in relation to "expanding" or "raising" one's consciousness to levels that make possible greater sensitivity and acceptance of experience. (See also: Awareness, Meditation). Some basic references include:

Gowan, J.C. *Trance, art, and creativity.* (Pub. by the author, Northridge, CA, 91234), 1975.

Masters, R. & Houston, J. *Mind games: the guide to inner space.* New York: Viking, 1972.

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Payne, B. *Getting there without drugs.* New York: Viking Press, 1973.

Tart, C.T. (Ed.). *Altered states of consciousness.* New York: Wiley, 1969.

12. CURRICULUM OF AFFECT

The affective domain is frequently unstudied and ignored in the curriculum. Emphasis only on cognitive learning may be inadequate, however, for many important educational goals.

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Overly, N.V. *The unstudied curriculum.* Washington, D.C.: Association for Supervision and Curriculum Development, 1970.

Weinstein, G. & Fantini, M. *Toward humanistic education: a curriculum of affect.* New York: Praeger, 1970.

13. DUSO KITS

The DUSO *(Developing Understanding of Self and Others)* kits emphasize the social and emotional development of children. Topics include: understanding and accepting self; understanding feelings; understanding others; understanding independence, mastery, resourcefulness, and goals; understanding choices and consequences.

Dinkmeyer, D. *Developing understanding of self and others.* Circle Pines, Minn.: American Guidance Service, 1969.

14. ENCOUNTER LESSONS

For classroom activities designed to assist children in developing positive self-concepts and creative thinking abilities, see:

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15. GAMES AND SIMULATIONS

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17. GESTALT THERAPY

Gestalt therapy is a unique approach developed by Frederick S. Perls and his associates. It emphasizes that the person is a total organism, functioning as a whole rather than segmented into various specific dichotomies. Gestalt therapy stresses personal awareness and self-regulation. (See also: CONFLUENT EDUCATION.)

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20. GROWTH PROCESSES IN TEACHING

Several teachers and former teachers have recorded personal accounts of their efforts, successes, and frustrations. They are concerned with integrating organized teaching with efforts to deal with affective and humanistic concerns among their students. Some examples include:

Borton, T. *Reach, touch, and teach.* New York: McGraw-Hill, 1970.

Dennison, G. *The lives of children: the story of the first street school.* New York: Random House, 1969.

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A series of elementary level books and teaching resources concerning self-awareness and understanding others, by V.C. Arnspiger, W.R. Rucker, J.A. Brill & Z.B. Blanchette. Titles include: *About Me, About You and Me, About Values, Thinging With Values,* and others. Published by: Steck-Vaughn Co., Austin, TX, 78767.

22. INTERACTION

Both cognitive and affective goals in education are influenced by *interaction* - the exchange and communication that takes place among students, teachers, administrators, and parents. Many resources are available to assist educators in improving effective communication (see also: COMMUNICATION).

Fox, R. Luszki, M. & Schmuck, R. *Diagnosing classroom learning environments.* Chicago: SRA, 1966.

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23. MEDIA

Some educational programs have been developed which use tapes, films, and filmstrips to enhance students' experiences with affective concerns and outcomes. These deal with a variety of specific topics; representative programs include:

"Affective Education with Film Modules." Film Module Distribution, 496 Deer Park Avenue, Babylon, NY, 11702. (This series is available in 16 mm or Video tape; films are highly emotional, and are designed to create discussion of deep personal

feelings and values.)

Affective House, Box 95, Union, MI, 49130, publishes cassette programs on a variety of topics including: careers, women's studies, and transactional analysis.

"Growing Up with Values." Parents Magazine Films, Inc., 52 Vanderbilt Ave., New York, NY, 10017. (Filmstrip sets which present children in real-life situations dealing with values, moral development, and the development of conscience in young children.)

"Inside/Out" National Instructional Television Center, Box A, Bloomington, IN, 47401. (A series of thirty 15-minute color films, to help 8-10 year olds develop communication skills, personal involvement, interaction with others, and decision-making.

24. MEDITATION

Meditative techniques are often considered valuable for fostering personal growth, and self-awareness or self-understanding. An explanation of meditation approaches and descriptions of numerous meditative techniques will be found in: Naranjo, C. & Ornstein, R.E. *On the psychology of meditation.* New York: Viking Press, 1971.

For specific information on TM (Transcendental Meditation), see:

Bloomfield, H.H., Cain, M.P. & Jaffe, D.T. *TM: discovering inner energy and overcoming stress.* New York: Delacorte, 1975.

Denniston, D. & McWilliams, P. *The TM book: how to enjoy the rest of your life.* Los Angeles, CA: Price/Stern/Sloan Publishers, 410 N. LaCienga Blvd., 1973.

Marharishi Mahesh Yogi. *Transcendental meditation.* New York: New American Library, 1963.

25. ORGANIZATIONS

Several professional organization shave been developed for educators who are concerned with fostering affective concerns in growth, teaching, and learning. Some of these are:

American Educational Research Association, Special Interest

Group: Affective Aspects of Education. For information, contact: Kent Beeler, Eastern Michigan University, 13 Boone Hall, Ypsilanti, MI, 48197. (Membership costs $2.00 per year.)

Confluent Education Development and Research Center. ($10 membership fee includes subscription to *Confluent Education Journal.*) For information: P.O. Box 30128, Santa Barbara, CA, 93105.

National Open Education Association. (An action-oriented, nonprofit organization dedicated to fostering healthy growth of informal, open approaches to education.) Contact: Center for Open Education, Box 6345, Norfolk, VA, 23508.

National Training Laboratories. NTL publishes many exercises and activities to increase communication skills and improve interpersonal relations. NTL Learning Resources Corp., 1812 K St., N.W., Suite 305, Washington, D.C., 20006.

26. PEOPLE PROJECTS

Harmin, M. *People projects.* Menlo Park, CA: Addison-Wesley, 1973. Activity cards for elementary school students, emphasizing values, feelings, imagination, problem-solving, and independent action.

27. PERIODICALS

Several publications provide readers with up-to-date information on research, new products, and practical ideas for affective education.

The Affect Tree. Newsletter of the American Educational Research Association's Special Interest Group on Affective Aspects of Education. Published quarterly. Contact: Kent Beeler, Eastern Michigan University, Ypsilanti, MI, 48197.

Confluent Education Journal. Available from Confluent Education Development and Research Center, P.O Box 30128, Santa Barbara, CA, 93105.

Motivation and Emotion. A quarterly journal designed to encourage the integration of research and theory and to help emphasize the importance of the study of motivation. Plenum Publishing Co., 227 W. 17th St., New York, NY (To begin in 1976).

28. PERSONALIZED EDUCATION

The *Personalized Education* program emphasizes the importance of the teacher's feelings and attitudes in promoting students' growth and development. A wide variety of materials is available. Write for catalog: Research and Development Center for Teacher Education, University of Texas, Austin, TX, 78712.

29. PROBLEM SITUATIONS IN TEACHING

A decision-making approach to teaching. Includes twenty representative case studies. Suggests strategies for attacking teaching problems, but provides opportunities for original anlayses of solutions. Greenwood, G.E., Good, T.L. & Siegel, B.L. *Problem situations in teaching.* New York: Harper and Row, 1971.

30. SELF-CONCEPT

The learner's *self-concept* is considered by many educators to be one of the most important factors influencing learning and personal growth. Self-concept has been very extensively researched; some particularly useful resources include:

Felker, D.W. *Building positive self-concepts.* Minneapolis: Burgess, 1974.

Grimm, G.D. *It's me - you'll see.* Buffalo: D.O.K. Publishers, 1973.

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Sisk, D.A. Relationship between self-concept and creativity: theory into practice. GIFTED CHILD QUARTERLY, 1972, 16, 229-234.

31. SENSITIVITY

Personal growth and independence in learning requires a teacher who is sensitive to the feelings and needs of children, and who can respond honestly and openly to students' needs, according to psychologist Clark Moustakas. See:

Moustakas, C. *The authentic teacher: sensitivity and awareness in the classroom.* Cambridge, Mass.: Doyle, 1966.

Moustakas, C. & Perry, C. *Learning to be free.* Englewood Cliffs: Prentice-Hall, 1973.

32. TEACHER SELF-GROWTH

Boy, A.V. & Pine, G.J. *Expanding the self; personal growth for teachers.* Dubuque, Iowa: William C. Brown Co., 1971. This book approaches teaching in deductive and inductive modes. The emphasis is on the teacher as a person who relates to students, and upon acceptance, empathy, transparency, and personal genuineness.

Curwin, R.L. & Fuhrman, B.S. *Discovering your teaching self-humanistic approaches to effective teaching.* Englewood Cliffs: Prentice-Hall, 1975. This book guides the teacher with activities to do alone or in groups, for developing self-awareness and awareness in relating to students.

Jersild, A.T. *When teachers face themselves.* New York: Teachers College Press, 1955.

Natalicio, L.F.S. & Hereford, C.F. *The teacher as a person.* Dubuque: William C. Brown, 1969.

33. TOWARD AFFECTIVE DEVELOPMENT

Toward Affective Development is an activity-centered program for fostering affective development for students 8-12 years old. In five sections, it contains more than 190 lessons or activities, including: feelings, interests, aspirations, and conflicts children encounter in their everyday experience. The program was written by H. Dupont, O.S. Gardner, & D.S. Brody, and published in 1974 by the American Guidance Service, Inc., Circle Pines, MN.

34. VALUES AND VALUE CLARIFICATION

Many resources are now available to assist the teacher in planning and conducting experiences to help students deal with human values. Programs help students consider questions of the nature and development of values, the influence of values on our behavior, and changing values.

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Simon, S.B., Kirschenbaum, H. & Fuhrmann, B. *An introduction to values clarification*. New York: J.C. Penney Co., 1972. (A packaged, 7-session teaching unit, including wall charts, value sheets, and transparencies. May be borrowed at no cost from Consumer Relations Departments of any J.C. Penny Store.)

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35. WILLIAMS PROGRAM

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